



**TO:** Regent Laws and Policies Stakeholders

**FROM:** Michael Lightner, Vice President for Academic Affairs  
Maureen Durkin, Director of Academic Program and Policy Analysis

**DATE:** March 10, 2025

**RE:** Formal Review of Regent Article 7: Students (Part A: Admissions; Part B: Standards of Conduct; Part C: Academic Freedom; Part D: Student Government) | **Feedback due by April 24, 2025**

### Regent Article 7: Students

In May 2024, the Regent Governance Committee approved a five-year schedule for the continuing formal review of all regent laws and policies. As part of this process, **Regent Article 7: Students** is currently under review. An initial round of stakeholder feedback on this regent law was accepted through December 10, 2024. All comments were reviewed, considered, and in some cases, additional edits were incorporated in the proposed Draft 1.

Regent Article 7 will be on the agenda for first discussion at the Regents Governance Committee on March 25, 2025. No formal action will occur at that time. Stakeholders may send additional feedback until the close of business on April 24, 2025. To send in your comments, on the [Regent Law and Policy Review website](#), click on Draft 1 of “Article 7: Students” to open and review the document, click the feedback link in the top right corner, and complete the feedback form. We welcome and appreciate all suggestions.

This law was last reviewed and affirmed by the regents in September 2018. Proposed updates include:

#### **Part A: Admissions**

- Minor edits are proposed to remove several unnecessary words in sections 7.A.1 and 7.A.2.

#### **Part B: Standards of Conduct**

- No proposed updates.

#### **Part C: Academic Freedom**

- Reference to another regent policy is added in section 7.C.1, along with minor wording updates for clarity in sections 7.C.2 (now labeled 7.C.1(A)) and 7.C.3 (now labeled 7.C.2).
- Added “creative work” so that section 7.C.1 includes the full phrase “scholarly and creative work.”
- In section 7.C.1, we’ve added reference to “course/credit-based” scholarly and creative work to clarify that this type of course-focused context is where students have academic freedom.

#### **Part D: Student Government**

- No proposed updates.